DOCUMENT RESUME

ED 092 805 CE 001 566

AUTHOR Cossey, Beatrice
TITLE Concepts of the Women's Re-Entry Educational Program. Continuing Education Programs for Women: Educational Growth and Personal Development, De Anza Community College.
INSTITUTION De Anza Coll., Cupertino, Calif.
NOTE 20p.; Paper presented at the Pacific Sociological Association (45th)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Adult Education; Child Development Centers; Counseling; *Educational Disadvantagement; *Educational Experience; Junior Colleges; Low Income; Minority Groups; Motivation; One Parent Family; Participant Characteristics; Student Interests; *Working Women
IDENTIFIERS *California

ABSTRACT

The Women's Re-entry Education Program (WREP) at De Anza Community College is an attempt to give women who are educationally deprived the opportunity to gain skills that will enable them to function in, and contribute to, the economic mainstream of America. The primary objectives of WREP are to help students: (1) believe in their ability to gain self-confidence and competencies for acquiring saleable skills, (2) gain parent-child growth and development skills, and (3) conceive self and others as co-builders of their communities. Students accepted into this program come from low income families, minority backgrounds, women heads of households, middle income families with no high school diploma, and middle income families with previous college experience. To attain these objectives it was necessary to provide counseling, special orientation classes, peer counseling, tutoring, a faculty who related to and respected the student and a Child Development Center. A course outline is also included. (BP)

ED 092805

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Beatrice D. Cossey
Dir., Women's REProgrm
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

CONCEPTS OF THE

WOMEN'S RE-ENTRY EDUCATIONAL PROGRAM

LE001566

ED 092805

BEST COPY AVAILABLE

CONTINUING EDUCATION PROGRAMS FOR WOMEN

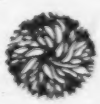
EDUCATIONAL GROWTH AND PERSONAL DEVELOPMENT

DE ANZA COMMUNITY COLLEGE

Pacific Sociological Association
45th Annual Meeting

Submitted and edited by: Beatrice Cossey

Graphics, compiled by: Michael Giesen



©

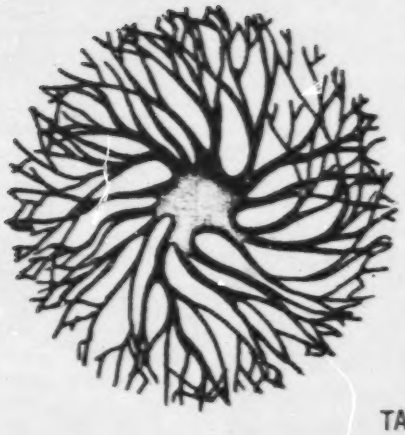


TABLE OF CONTENTS

INTRODUCTION AND BACKGROUND	1 - 2
COMMUNITY NEED	3
PROGRAM OBJECTIVES	4 - 5
STUDENT RECRUITMENT	6 - 7
SCHEDULING AND CURRICULUM	8
OBJECTIVES	9 - 11
COUNSELING	12
PEER COUNSELING	13
TUTORIAL	14
FACULTY	15
CHILD DEVELOPMENT CENTER	16 - 17

INTRODUCTION AND BACKGROUND

Community Colleges in California have recently begun to attempt to fulfill their original mandate, i.e. to afford those people who are not in the normal educational cycle the opportunity to gain skills that will better enable them to function in, and contribute to the economic mainstream of America. Classes are presently easily accessible to people of all ages who want to learn skills that will enable them to upgrade their job levels, pursue other interests, learn how their environment functions, or more basically, allow them to enter the job market.

As these community oriented educational programs have progressed it has also become evident that the basic skill education is not sufficient in itself. People who have not been in the educational mainstream cannot just break in without some assistance. A minimal amount of counseling that was aimed at preparing the prospective student for the educational tasks the student might anticipate was

required. Concurrently, a better understanding of how the economic system functions within the U.S. is also essential before the student can utilize his skills to their full potential when he does re-enter the job market.

The Women's Re-entry Educational Program at De Anza Community College is an example of an organizational structure within the larger college that is designed specifically to facilitate the attainment of these worthwhile goals. Every attempt possible is made to assure that the women who enter the program are afforded every opportunity to fulfill their potential. The program offers counseling, a child development center, some part time employment, etc. The program also attempts to complete and complement the whole education of the student by helping the student understand the ins and outs of the economic system.

A curriculum is offered which stresses the positive values of the cultural background of participating women and their roles as women, allowing women to retain and develop their own identities within a larger social context.

Special orientation classes are needed for the adult women student who is inadequately prepared to meet the demands of college work and understand the academic atmosphere. She needs courses to which she can relate her own goals as well as her family's. She needs encouragement to develop effective study habits, budget time and energy, and meet family responsibilities.

In addition to changed academic structure, tutoring, and orientation classes, the disadvantaged women returning to college need financial assistance so that they may concentrate on their education and not deplete family resources allocated to other critical areas.

Another major problem faced by adult women returning to school is that of child care. A nursery school facility must give children a sense of personal dignity, self-awareness and knowledge of the positive values of their cultural backgrounds.

COMMUNITY NEED

The De Anza College service area, like many other community college service areas, contains a significant number of adult women who want to complete their education. Because of thwarted educational aspirations, limited family resources, family responsibilities and/or cultural backgrounds many of them had their educational opportunities reduced. In addition, these same factors reduce the educational alternatives available to them. They are often unable to schedule (or finance) additional education or occupational training.

In addition to maintaining a home and caring for children, some are sole supporters of their families and some supplement an otherwise inadequate family income. Many of the same women are confined to low-paying unstable employment due to their lack of marketable skills. Limited previous educational preparation (and/or occupational training) prevents them from qualifying for academic and/or career programs.

For many women cultural background and lack of basic language skills impose additional barriers. Women who have experienced few successes usually do not see themselves as achievers, nor do they have the self-confidence or motivation to readily explore or seek out possible educational alternatives. The Women's Re-entry Educational Program was designed for these women.

The primary objective of the Women's Re-entry Education Program is to help students to (1) believe in their ability to gain self-confidence and competencies for acquiring saleable skills, (2) gain parent child growth development skills, and (3) conceive self and others as co-builders of their communities.

To implement the basic objectives of the Women's Re-entry Education Program it was necessary to provide a series of parent education seminars and laboratories that would (1) augment the services/educational aspect of the Child Development Center (a part of the parent-child education in the Program), (2) provide practical experiences in a school-laboratory setting that will assist in child-parent development, (3) encourage students' desires for continually evolving educational experiences and (4) guide WREP students to see a total interconnection of human responsiveness as it can be implied in their immediate families and through viable processes for development in other levels of education.

PROGRAM OBJECTIVES

Some of the operational objectives of the Women's Re-Entry Education Program are:

1. To identify and recruit adult women who because of a lack of education, economic limitations, cultural background or family responsibilities are in need of specific educational opportunities. To acquaint such women of routes to enter and/or remain in the academic and vocational programs offered by the community college.

2. To provide an orientation program for all prospective participants that will:

a. assist in familiarizing them with college environment, its policies and procedures, resources and services.

b. acquaint them with the services, resources and contact personnel of related community agencies.

3. To offer "self-other" mutually-supportive counseling and support services that will:

a. assist participants in making the transition into the college environment (through "self-other" awareness).

b. assist participants in the identification and assessment of personal, educational and occupational goals.

c. assist participants in the expansion of "positive selfness" that is in the context of self-other-community development.

d. provide a link between the participant, the faculty, and the institution.

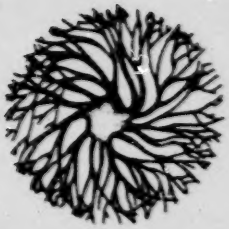
e. provide appropriate support and referrals for situations requiring personal, social, family, financial, medical, legal guidance, and/or expertise.

f. provide an environment for peer counseling and tutoring.

4. To provide a program of occupational counseling and career education that will assist participants in the identification and selection of realistic career goals.

5. To provide referrals for appropriate financial assistance to qualified participants. (Lunch cards, books, work study EOP grants, and fees are examples).

6. To provide a Child Development Center for the young children (2-1/2 - 5 years) of women participants. This program operates concurrently with the parent-child education for the women.



STUDENT RECRUITMENT

Due to the large number of adult women interested in the program it became necessary to establish specific criteria and priorities for acceptance into the program. The following criteria have been established and are presently in use for the selection of students:

Criteria for acceptance:

1. Low income (welfare, head-start, eligibility, Mental Health)

2. Minority background.

3. Women heads of households (divorced, separated, widowed).

4. Middle income and no high school diploma.

5. Middle income high school graduate.

6. Middle income with previous college experience, and poor academic performance or vocational training business school with need for occupational training or upgrading.

Priority for acceptance is given to numbers 1, 2, and 3. Identification (and referral) of potential students was by the following individuals or groups:

1. students currently enrolled in the program or former students.

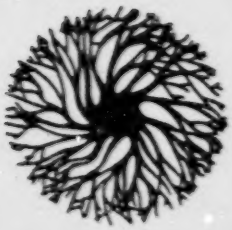
2. Local agencies: examples include Santa Clara Department of Social Services, Department of Human Resources, Headstart, Model Cities, Mental Health, A.A., Methadone Clinic, Alviso Health Clinic. Because of their direct involvement with members of the target population a close working relationship was established with agency administrators and staff workers. Orientation sessions, interviews with students and visits to the campus program were arranged in order that the agencies would assume an active role in recruitment and referral.

3. program staff.

4. counseling staff; through the efforts of the counselors assigned to the program, the campus counseling staff was made aware of the program.

5. newspaper articles and the media.

6. program brochure and applications were prepared and made available to answer telephone and mail requests.



SCHEDULING AND CURRICULUM

All classes are scheduled between the hours of 9:00 A.M. and 2:00 P.M. The women remain together as a group in the classes offered in the one-year curriculum plan (see brochure). This not only eliminated initial competition with the regular college student, but also provided opportunity for peer identification and support, peer tutoring, and greater personalization in instruction.

The classes offered during the first quarter of the program are required for all students admitted to the program. However, classes taken during the remaining quarters are selected by participants, with assistance from the counselor. Each student's situation is evaluated in terms of her educational/occupational goals, personal interest, performance during the first quarter, ability to adjust to the college pace and contingent personal and/or family responsibilities. Therefore, students wishing to expand their curriculum may do so during the first year, and similarly, students who find it necessary to reduce their course load or seek additional work in such areas as communication skills may do so and still remain within the program until the basic core has been completed.

Sociology of Women

The inclusion of Sociology of Women in the WREP curriculum is to help the returning woman student to understand her role in the community and to develop her self-esteem. In these classes the woman learns the technique for evaluating her position in society; an awareness of the importance of her contribution to home and community. In addition, she develops an ability to determine the ways that she can individually attain pride and satisfaction from her involvement either in a vocation or avocation.

Course content has not been modified in any way; however the method of presentation has been accommodated to the needs of the women. Time is spent assuring teh student's understanding of all new terms and definitions. There are discussions relating to possible personal problems related to time management and balancing school, study, and home responsibilities. Discussions also evolve which are pertinent to adjusting new concepts learned to individual family situations and the enlisting of the family to help the woman accept her new role.

OBJECTIVES

Academic:

1. To learn how to deal with the educational system.
2. To learn how to discriminate academically acceptable work, such as a term paper.
3. To learn how to take tests successfully.
4. To learn sociological terms and concepts.
5. To develop an understanding of the value of good time management principles in balancing home, school, and study responsibilities and to aid the student in establishing a schedule best suited to her needs.

Personal Development:

1. To develop an awareness of women's role in today's changing society.
2. To develop an understanding of the similarities and differences of women's role in one society or ethnic group as compared to another.
3. To develop a tolerance and acceptance of difference in others.
4. To establish positive self-concept and evaluate how this affects personal relationships.

Expectations for the student in the WREP program are the same as those for any student. By the end of the quarter the women in this program have attained the same level of knowledge and the ability to express and use this knowledge as any other student.

One of the most important contributions of the study of sociology of women is the development of a new self-awareness and an acceptance of one's capabilities above former expectations. For most students this contributes a great deal toward developing a positive self-image.

DE ANZA COMMUNITY COLLEGE

COURSE OUTLINE

Sociology 28
SOCIOLOGY OF WOMEN

Instructor: Curtis Baldwin

Course Description

An exploration of basic sociological, socio-economic, historical, and psychological factors which comprise the concept of womanhood. Emphasis is on the sociology of women in American society.

Prerequisites

Must be a student in the Women's Re-entry Educational Program

Text and References

Text: Sisterhood is Powerful, Robin Morgan (Vintage Book).

References: Current newspapers, magazine articles, and books on the role of women in the U.S. (from college library and students' own resources).

Attendance

Students are expected to attend each class meeting

Expanded Description of Content and Methods

Content:

A. Orientation
B. Sociology as a field of knowledge
C. Definitions of sociology
D. Sociological knowledge
    1. Evidence
    2. Study of what "is", not of what ought to be
    3. Scientific aspects of sociology
    4. Objectivity and generalization in sociology
E. Sociology, Cultire, Society, and Women
    1. Culture
        a. Definition
        b. Sociological meaning of culture
            (1) Environment, habitat, culture
            (2) Learned behavior
            (3) Pattern of learned behavior
            (4) Attitudes, values
            (5) Material objects
            (6) Cultural transmission
            (7) Continuity of culture
            (8) Variation of culture
            (9) Uniformity in culture

(10) Ethnocentrism
(11) Subculture
(12) Socialization
Family
School
Communications media
(13) Social conditioning
(14) Acculturation
(15) Enculturation
(16) Social roles
Ascribed roles - achieved roles
Role assumption
Role performance
Role behavior
Role conflict
(17) Identity
(18) Personality
Culture and personality
Self
Individuality
Stereotypes
(19) Group affiliation
Groups defined
Primary groups
Secondary group
Group mobility
Sub-group
Reference group
in-group
out-group
(20) Social institutions
Family
Education
Economic organization

2. Society
   a. Definitions
   b. Society distinguished from culture
   c. Society and ethnocentrism
   d. Social class
   e. Social stratification
3. Women
   a. Definitions
   b. Women vs. men: biophysiological distinctions
   c. Social evolution of women
   d. Sociology of women
      (1) Women as a social group
      (2) Women as a sub-cultural group
      (3) Socialization and women
      (4) Women and family
         Conjugal roles and social network
         Wife's employment and family power structure
         Task differentiation of husband and wife in family activities
         Family structure and sex role learning
      (5) Women and employment and economic institution
         Effects upon children of their mother's outside employment

COUNSELING

Interdependency among the women in each entering group has been promoted by the counseling staff dealing with Women's Re-Entry Program students. This approach has seemed to be counter to goals held for the traditional student, but in reality has proven effective in building group cohesiveness.

In regard to counseling within the Women's Re-entry Program (WREP), it is felt that primary efforts should be directed towards the process of Re-entry into the educational arena.

Specifically, the counselor must be aware of and possess the ability to deal with the psychological dynamics that surround this special student. Successful Re-entry is a process that can be categorized by stages.

I. The first stage of the process can be identified by the intense anxiety that the student experiences.
   A. This is a critical time for this student and personal contact with the lead counselor is most imperative. Indeed many have not fully decided that school is what they wish.
   B. The counselor must help the student in clarifying her intentions and help her deal with the "fear of failure" reaction that she is experiencing. It is during this stage that some students drop out, if not handled with care.

II. The second stage encompasses a consciousness of the total group. The student realizes that there are others who are experiencing as she is. At this point she reaches out in an attempt to solicit support from the other group members. The lead counselor perceives this critical time and facilitates the initial "coming together". It is here that development of group interdependence plays an integral role in helping the counselor and student in overcoming difficulties as a result of the academic demands.

III. The next stage is one in which the student becomes aware of the power and self-confidence she and the group have attained. The lead counselor has provided an effective model and it is at this point that the counselor helps the student in her eventual break from the program. Based upon our observations this general process requires a full academic year.

PEER COUNSELING

The peer counseling program evolved to facilitate the special needs of women as non-traditional students re-entering the traditional system.

It has been realized that minority and/or economically and educationally deprived women needed supportive services and caring individuals to help them adjust, solve existing problems and improve communications toward their self-directed goals in personal, educatinoal and family living. This service is the essential task of the peer counselor.

The natural trend in this supportive atmosphere was women helping each other. Some women with well-developed survival skills were motivated to extend themselves in humanistic outreach and become prime examples of what since has been termed"peer counselors".

TUTORIAL

Observations of instructors and close communication with students led to modifications of course content or method of instruction as well as a framework for a peer tutorial program. Training and supervision for former Women's Re-entry Program student tutor is provided by the college tutorial staff. These tutors are available during laboratory periods and in the evenings for students requiring further assistance. They provide for both group and individual tutoring. Approximately one third fo the students in the program utilize the peer tutors. Some indicate regular use; however the majority seek help only when there is a need in difficult areas.

FACULTY

Not all instructors can effectively teach the WREP student. Discovery of this fact has been a trial and error process. Where possible, regular contract staff have been used with part-timers being hired only in very special cases. It is the student who ultimately judges a teacher's approach.

According to the WREP students, the trademark of a good instructor is how he relates to and respects them as regular students, not special students. The delusion many instructors have is that previous experience with non-traditional students automatically qualifies them to teach in the WREP. Such is not the case. It is their empathy for the special needs of women students that qualifies them.

Among the criteria used to evaluate the WREP instructors are:

1. the ability of the instructor to make necessary modification of his usual teaching methods while retaining academic excellence.

2. the ability of the instructor to communicate relevant subject material while projecting a supportive attitude toward the student.

3. the ability of the instructor to accept the challenge of both the "returning student" and the "non-learner" in the same classroom.

Co-operation on the De Anza Campus toward obtaining excellent instructors has been superb in meeting the needs of these students.

CHILD DEVELOPMENT CENTER

The WREP Child Development Center began as an innovative discovery approach to learning for pre-school children.

Mothers of small children cannot be free to invest their time in broadening their knowledge and capabilities as they relate to the educational development and welfare of themselves and their young children. The child's time must also be occupied to enable the mother to have some free time. Rather than the usual babysitting experiences, the child's time can be better utilized and occupied with invested in pre-school development program.

The mother is confined to an environment which limits her knowledge and stimuli to assist the child to fully discover the world around him. This child, more than the average child, needs the opportunity to develop self confidence, basic thinking and communicative skills and to have an exposure beyond his immediate world.

Responding to these needs, the Child Development Center, from the beginning of the program, was determined to offer a child development program, not a child-care of babysitting convenience. Time,

experience, testing and evaluation showed that while certain children did not respond to the Monessori system, others thrived on it. Adjustments were made to the Montessori program, bringing the Child Development Center to the presently offered comprehensive educational program.

Professional help was sought that would represent a cross section of needs in children and would emphasize the complementary teaching and learning which we believe had to happen. An advisory board is established for the Child Development Center and several consultants.

The staff at the Child Development Center includes minority group members, and those of the dominant culture who are experienced, credentialized, versatile with dual specializations, as well as highly competent in the area of the education of the child from 3-5 years of age.